

GCN 502:OA Theories of Counseling
Spring 2023
Online

COURSE INSTRUCTOR: Dr. Colette Blakely, LCPC, NCC
CONTACT INFORMATION: Email: colette.blakely@allianceu.edu
APPOINTMENT INFORMATION: *Please request in advance via*

REQUIRED TEXTS

Corey, G. (2016). *Theory and practice of counseling and psychotherapy*. (10th ed.). United States: Brooks/Cole. ISBN-13: 978-1305263727

Tan, S-Y. (2011). *Counseling and psychotherapy: A Christian perspective*. Grand Rapids, MI: Baker. ISBN-13: 978-0801029660

REQUIRED VIDEO

Schwary, R. L. (Producer), & Redford, R. (Director). (1980). *Ordinary people* [Motion picture]. United States of America: Paramount Pictures.

A full transcript of the movie *Ordinary People* can be found on e360 in the Resources folder under the 12 Theories Paper section.

SUGGESTED TEXTS:

American Psychological Association (APA). (2010). *Publication manual of the American Psychological Association* (6th ed.). American Psychological Association: Wash DC.

Austin, L. (1998). *The Counseling Primer*. New York, NY: Taylor & Francis Group.

Jones, S. L. & Butman, R. E. (2011). *Modern psychotherapies: A comprehensive Christian appraisal*. (2nd ed.). Downers Grove, IL: InterVarsity Press.

McMinn, M. R. & Campbell, C. D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach*. Downers Grove, IL: InterVarsity Press.

Murdock, N. L. (2012). *Theories of Counseling and Psychotherapy: A Case Approach* (3rd Ed). Upper Saddle River, NJ: Pearson Education

RESOURCES

Materials for the online class can be accessed in edvance360 (e360) in the “Resource” section.

A summary of the movie *Ordinary People* can be found on the web at the following link:
<http://www.enotes.com/topics/ordinary-people>

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COURSE DESCRIPTION

This course is an investigation of the major theories and models of counseling that are consistent with the current professional research and practice including an emphasis on integrative approaches to the helping profession. Major theories from the various psychotherapeutic approaches will be reviewed: psychodynamic, behavioral, existential, and cognitive traditions. A framework will be provided to further understand the strengths and weaknesses of each theory presented and each will be evaluated in terms of a biblical Christian worldview. Models attempting to integrate truths from theology and psychology will also be examined.

STUDENT LEARNING GOALS

All the goals below are to be carried out in an atmosphere of the highest scholarly standards of conduct.

Student Learning Goals The Student will:	Program Goals	Nyack Core Goals	Assignments &/or Assessments Used
1. Students will demonstrate that they understand the history, philosophy, and trends in clinical mental health counseling.	<i>(2016 CACREP Standards F.5.a, CMHC 1.b)</i>	Corresponds to Nyack Core Value <i>“Academically Excellent, Socially Relevant and Globally Engaged”</i>	Class discussions, assigned reading, quizzes, exam
2. Students will be exposed to and exhibit knowledge of counseling theories that provide models to conceptualize client presentation and that help in the selection of appropriate counseling interventions.	<i>(2016 CACREP Standards F.5.a.)</i>	Corresponds to Nyack Core Value <i>“Academically Excellent Intentionally Diverse and Socially Relevant”</i>	Class attendance, class discussions, assigned reading, quizzes, papers
3. Students will be exposed to, examine, and develop an understanding of models of counseling that are consistent with current professional research and practice in the field in order to begin to develop a personal model of counseling.	<i>(2016 CACREP Standards F.5.a.)</i>	Corresponds to Nyack Core Value <i>“Academically Excellent, Socially Relevant and Personally Transforming”</i>	Class attendance, class discussions, class journaling, assigned reading, quizzes, papers
4. Students will demonstrate that they are able to apply effective strategies to promote client understanding of and access to a variety of community resources.	<i>(2016 CACREP Standards F.5.a, CMHC 1.b)</i>	Corresponds to Nyack Core Value <i>“Academically Excellent, Socially Relevant and Intentionally Diverse”</i>	Class discussions, assigned reading, quizzes, papers
5. Students will be able to compare, contrast, and evaluate the various schools' strengths and weaknesses along with their contribution to the helping profession.	<i>(2016 CACREP Standards F.5.a, CMHC 1.b)</i>	Corresponds to Nyack Core Value <i>“academically Excellent, Socially Relevant, and Personally Transforming”</i>	Class discussions, class participation, assigned projects, quizzes

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6. Students will be able to evaluate the secular theory from a Christian worldview.	<i>(CMHC 1.b)</i>	Corresponds to Nyack Core Value <i>„Academically Excellent, Socially Relevant, Personally Transforming and Globally Engaged”</i>	Class discussions, class journaling, assigned reading, assigned projects, quizzes
7. Students will be able to demonstrate knowledge of the various approaches to integration of theory and practice from a psychosocial-spiritual perspective.	<i>(2016 CACREP Standards F.5.a, CMHC 1.b)</i>	Corresponds to Nyack Core Value <i>„Academically Excellent, Socially Relevant, Personally Transforming and Globally Engaged”</i>	Class discussions, assigned reading, papers

ASSESSMENT RESULTS

The College of Graduate and Professional Studies, Alliance Graduate School of Counseling may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

GRADING

	<u>ASSIGNMENTS</u>	<u>%</u>
1.	Attendance/Punctuality/Class Participation/Journaling	10%
2.	Discussion Board Posts/Responses	5%
3.	Weekly Quizzes	30%
4.	“Articulating your own theory” Paper	10%
5.	“Twelve Theories” Paper (4 sub-chunks, 10% each chunk)	40%
6.	Group Facilitation Presentation-Christian Perspective	5%
		100%

COURSE REQUIREMENTS

Attendance/Class Participation/Punctuality/Journaling

Attendance/Punctuality: Students are expected to attend every online interactive class (six in total) on the day designated in this syllabus (7:00 pm to 9:00 pm EST). Students are expected to arrive on time, be prepared, and actively participate in class discussions. Being prepared means that students have reviewed the lesson Power Points, chapter readings with related assignments, including required activities in MindTap prior to the online meeting. The virtual classroom meeting will be used for discussion, presentations, small group exercises, etc. As such, everyone's attendance and participation are necessary. One excused absence during the course will be permitted (you must send an email to the instructor prior to class; there will be a loss of points). However, the second absence will constitute a considerably lower grade and a third

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absence will result in excessive absences and a non-passing grade. If the computer you are using does not have a working internal or external microphone at all times, by the first synchronous session you will need to drop this course.

Participation: In the beginning of the semester, students will be assigned to permanent groups so they can work on the Christian Theories Facilitation together. For team accountability, students will be required to complete an anonymous “peer evaluation” form at the end of the semester. This feedback will be factored into each student’s “Attendance/Punctuality/Class/Participation/Journaling” grade.

Journaling: Students will reflect on a scripture verse(s) each week. There will be a total of 10 reflections, one each week. The student will reflect on the passage and consider how it applies to the theory (theories) for the same week. Students will write 2 or 3 sentences based on their reflections/thoughts concerning the scripture as it relates to the topic(s) of the week. Random students will be asked to share their reflections/thoughts during each synchronous meeting.

Group Facilitation: Christian Theories

Students will be organized in a group to facilitate their Christian Theories presentation during a synchronous meeting for 45 – 50 minutes. The date of each presentation is in syllabus/course outline and calendar. Presentations will be based on portions of the Tan text relating to Christian Theories. In addition to presenting in the online classroom, your group will also be responsible for answering and facilitating discussions that arise as a result of your presentation.

The Case of Stan will be used to demonstrate your understanding of three Christian Theories. In a PowerPoint presentation (*10 slides max*):

- Conceptualization of the Case of Stan (Introduction)
- Discuss the **questions** used to conceptualize the case of Stan (these questions should support the goals and theories used with Stan, in a session)
- Identify **themes** prevalent to your case conceptualization of Stan
- Choose three **Christian theories** used in the case of Stan
- Discuss the **goals or area of focus** within each Christian theory
- Suggest the **strategies/techniques** of each of Christian Theories in your work with Stan
- Write three **therapy notes** that support the work done in each session with Stan
(*See examples of therapy notes in e360 “Resources”*)

Here are the components needed to write the Therapy Notes, for Stan, in each session utilizing a different Christian Theory:

- **Description:** *How did the therapist engage with the Stan? What was the focus?*
- **Situation:** *What Christian theory/orientation is utilized with Stan? What does the Stan report—thoughts, feelings, loss, self-doubt, etc. Discuss any disorder.*

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- **Interventions:** *What skills do the therapist utilize? What strategies or techniques are utilized with Stan? (Interventions should align with the theory chosen)*
- **Response:** *How does the Stan respond, react in the session? Does the Stan have insights or display an understanding of what they need?*
- **Plan:** *What is the plan for the next session (frequency of sessions, etc.)? What homework is given to the Stan? What is the goal(s) for the next session?*

Discussion Board

Discussion board questions are posted under the banner “Discussion Board” within the lessons tab. You are responsible for submitting 5 required discussion board comments during the semester. This *does not* include the video introductions. You are also required to reply to at least 2 discussion board comments made by your classmates during the assigned week (a minimum total of 10 for the semester). For example, during week 2 you will post a comment/reply to the question asked for that week’s discussion forum. You will then read and comment on a response made by a classmate and then do the same thing for another classmate. Please note that you will not be able to see posts made by your classmate until you have first responded to the question posed for that week’s discussion. This will ensure that each student will think critically about the question at hand and provide a unique point of view for their comment/post.

Guidelines for each post and reply: Your original response/comment should consist of 200-250 words. Each reply to your classmate should consist of 100-150 words. Your response to the discussion question and your replies to classmates should be both thoughtful and substantive. Note that your replies cannot simply say “I like that”, “I agree”, “that’s interesting” and other similar remarks. Instead, you must give a rationale for such statements, or provide other substantive responses that contribute to the dialogue between you and your classmate. Your original response to the question should be posted by **Friday, 11 pm (EST)**. You will then be required to reply to the posts of at least 2 of your classmates. That response must be posted to the discussion board by **Sunday, 11 pm (EST)**. Your writing should be accurate and precise, free of grammatical errors. All citations/references made should conform to APA 6th edition format. Keep in mind that the purpose of the discussion board is to cultivate critical thinking skills and the practice of scholarly writing and engagement with your peers.

An example of a discussion board post can be found in the resources folder under references.

Quizzes

There will be six quizzes (per the course calendar) given during the semester. Questions will come from the required reading for each week along with the corresponding key terms covered in that reading. (The list of key terms will be provided in e360 under Resources. Of the 6 quizzes

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given this semester, the lowest grade on 1 quiz will be dropped. All of the quizzes will be taken online / outside of class each week, before the designated class time.

The quiz will be available one week in advance on Tuesday by 9 p.m., and closed on the following Tuesday by 5:59 p.m. (EST). The quiz is open book; your notes can also be used. Once you begin the quiz, you will have 1 hour to complete it. If a student misses the window to take a quiz, there will be NO time extensions or make-ups.

“Articulating Your Own Theory” Paper

For this assignment, students will need to answer a four-part essay question that will be posted on edvance360 under Resources. Note that there is no right or wrong answers for this paper; instead, this assignment is your opinion/perspective! Points will be deducted when answers to sub-questions are missing. Note that you do not have to adhere to APA formatting for this paper except for the APA citations and reference page; those need to be in APA format. You can write this paper in first person. (e.g., you can write “I” or “me” vs. third person: “this student”; “the author of this paper”; “this counselor”, etc.).

“Twelve Theories” Paper (Divided into Three parts)

The film, *Ordinary People*, will serve as the framework for the final paper. (Note: There are profanities in this movie. Each theory reviewed during the semester (12 in number), will be used in counseling “Conrad” with one page per theory. Before week 3, students must watch the movie and be prepared to discuss the theme and content during class. The student is required to write a one-page write-up of each theory based on the instructions provided for this paper (located in e360 resources). Theories are due per the assigned dates in the course outline.

Students will keep adding one-page per theory write-ups to create a cumulative paper that is in APA format (and in third person) such that the entire paper includes the following parts (surrounding the one-page per theory write-ups):

APA title page

- a. Abstract paragraph on a separate page
- b. Introduction (1/2 page) on a separate page
- c. One page (which should be a separate page) for each of the 12 theories studied (further description will be shared during the first class period)
- d. Conclusion (1-2 paragraphs) on a separate page
- e. References (cite in APA format any sources such as the movie and any text books referenced in this paper)

An APA Word template for the entire paper will be available on edvance360 under Resources. (Note that third person means writing: “this student”; “the author of this paper”; “this counselor”, etc. vs “I” or “me”). An electronic transmission (via edvance360’s Dropbox) of these papers (Word documents) is required so the professor can grade them using Word’s online comments

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and therefore return them more promptly. Points will be deducted for missing parts (a through e listed above), late papers and those not conforming to the APA 6th edition format.

COURSE INFORMATION

CLASS POLICIES:

1. Attendance: You are permitted only one class absence during the semester; however, you must contact the professor via email or voice mail before the end of class. All assignments are due on the date designated. The NYS Board of Education has an expectation that for each credit a course is worth, a certain amount of “seat-time” occurs, which works out to being present for all class time except for 3 hours. If you leave class early, arrive late, miss class, etc. and miss more than 3 hours of seat time, your grade will be reduced from an A to an A-, from an A- to a B+, from a B+ to a B, etc. for each additional 3 hours of seat time you miss.
2. Late assignments Papers that are turned in late will be marked down by ½ a letter grade for each day it is late, e.g., B to a B-.
3. Style Guide for written work: All papers are to be written in the APA format (6th Edition). All written assignments will be completed using the APA style (6th edition) and guidelines for notation guide.
4. Academic Integrity and Plagiarism: In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook. Note that all submitted papers will be run through the Turn-it-in computer tool which is a leading academic plagiarism detector. This tool provides the professor with a detailed report precisely identifying the phrases / sentences from a student’s paper that are taken word-for word from other sources. **Please be careful: If you do not cite the sources from which you take blocks of wording (using the APA guidelines), then you are plagiarizing, and you will be subjected to the college’s penalties described in the college catalog and student handbook.**
5. Reasonable Accommodation: Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
6. Electronic Devices: It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class. If you have an emergency where you need to attend to your cell phone calls or texts during class, please notify the professor “before” class starts. Otherwise, all cell phone must be stowed away during class time.

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7. Academic Quality: Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment.

8. Writing Center: All Nyack students are expected to produce intellectually-based, Master's level writing assignments. Assignments will be methodically graded and grammar will be graded as well. If you are losing points on grammar and poor writing skills, you will be **strongly recommended** to seek assistance with pre-writing, drafting, revising, and editing written assignments in encouraging you to use the resources available through the Writing Center. **Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students.**

9. Communication with and Feedback from the Instructor: Nyack College email (@nyack.edu) will be the primary mode of communication with students, unless specified otherwise. Please check your nyack.edu email daily. When students send an email to the professor, they should expect a response within 3 business days. For more urgent matters, please call the professor at the number specified on the first page of this syllabus. Online tests are automatically graded by the system, and the grades will be available in Gradebook either immediately or after every student has taken the test. Papers will be graded in Dropbox using a rubric, and grades should be available within 2 weeks of that assignment's due date.

10. Confidentiality: This course will help you learn about yourself. There may be times when you may share information about yourself and give and receive feedback to/from others in the class. In order to maximize this aspect of your training, strict confidentiality among your classmates must be respected at all times. With respect to any and all class discussions,
“What is said here, stays here!”

GRADING SCALE

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

Student academic standing is indicated by the grade point average as noted (as per current catalog):

A	4.00 = 100 - 93
A-	3.70 = 92 - 90
B+	3.30 = 89 - 88

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B	3.00 = 87 - 83
B-	2.70 = 82 - 80
C+	2.30 = 79 - 78
C	2.00 = 73 - 77
C-	1.70 = 72 - 70
F	Failure = below 70
W	Withdrawal

Incomplete (requires a written request from the student and has to be approved by the professor and the dean; this is submitted to the registrar's office no later than 7 days prior to the last day of class). To request an extension, students must use the Extension/Incomplete Grade Request form found at: http://www.nyack.edu/files/INCOMPLETE_GRADE_REQUEST.pdf

COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST)

All Assignments, Activities, and/or Exams Due before Synchronous Mtg. – Sundays by 11 pm

Week 1	Overview
1/24/2023 Synchronous Mtg. 7-9 pm EST	<i>Introduction, Role of Theory</i>
	Activities, Assignments and/or Exams
	Corey, Chapter 1; Tan, Chapter 1 Review of Syllabus/Assignments Journal Reflection Video Discussion Post: “Introducing Me”
Week 2	Overview
1/31/2023	<i>The Counselor & Ethical Issues</i>
	Activities, Assignments and/or Exams
	Corey, Chapter 2, 3; Tan, Chapters 2, 3, 17 Movie: Ordinary People The Case of Stan Discussion Board 1 Journal Reflection Self-Reflection (Beginning Counselors) Quiz 1 (Corey 1-3; Tan 1-3, 17; History of Counseling)
Week 3	Overview
2/7/2023 Synchronous Mtg. 7-9 pm EST	<i>Psychoanalytic Therapy & Jungian Therapy</i>
	Activities, Assignments and/or Exams
	Corey, Chapter 4; Tan, Chapter 4, 6 Discussion Board 2 Journal Reflection Quiz 2 (Corey 4; Tan 4, 6) Presentation: Group A – Christian Theories I

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Week 4	Overview
2/14/2023	<i>Adlerian Therapy</i>
	Activities, Assignments and/or Exams
	Corey Chapter 5; Tan Chapter 5 Journal Reflection Theories 1-3 Due!
Week 5	Overview
2/21/2023 Synchronous Mtg. 7-9 pm EST	<i>Behavior Therapy</i>
	Activities, Assignments and/or Exams
	Corey, Chapter 9; Tan Chapter 11 Journal Reflection Discussion Board 3 Quiz 3 (Corey 5, 9; Tan 5, 11) Presentation: Group B – Christian Theories
Week 6	Overview
2/28/2023	<i>CBT & REBT Therapies</i>
	Activities, Assignments and/or Exams
	Corey Chapter 10; Tan Chapter 12 Journal Reflection Discussion Board 4 Quiz 4 (Corey 19, Tan 12)
Week 7	Overview
3/7/2023 Synchronous Mtg. 7-9 pm EST	<i>Existential Therapy</i>
	Activities, Assignments and/or Exams
	Corey Chapter 6; Tan Chapter 7 Journal Reflection Theories 4-6 Due! Presentation: Group C – Christian Theories III
Week 8	Overview
3/14/2023	<i>Person-Centered Therapy & Gestalt Therapy</i>
	Activities, Assignments and/or Exams
	Corey, Chapters 7, 8; Tan Chapters 8, 9 Journal Reflection Discussion Board 5 Quiz 5 (Corey 6-8, Tan 7-9)
Week 9	Overview
	<i>Reality Therapy</i>

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3/21/2023 Synchronous Mtg. 7-9 pm EST	Activities, Assignments and/or Exams
	Corey, Chapters 7, 8; Tan Chapters 8, 9 Journal Reflection "Own Theory" Due! Presentation: Group D – Christian Theories IV
Week 10	Overview
	<i>Family Systems Therapy & Christian Approaches</i>
3/28/2023	Activities, Assignments and/or Exams
	Corey Chapter 14; Tan Chapter 13 Journal Reflection Quiz 6 (Corey 11, 14, Tan 10-13) Peer Evaluations Due! Theories 7-12 Due!

CARNEGIE UNITS - This course must be and is accountable to a professional academic standard (U.S. Dept. of Education). This impacts the type and amount of reading, instructional time, and outside work assignments. Online classes are mandated to have at least 125 hours of total course time to assure that students receive a fair education. Here are the estimated course hours for this course, by category:

Course Work	Course Hours
I. Required Reading	62.5
II. Studying for exams/quizzes (6)	15
III. Writing Assignments (discussion board, Tools Reflection, Clinical Assessment Paper)	28
Other Assignments (Suicide prevention presentation)	28.5
Total Hours	134

WEBSITES OF INTEREST:

American Association of Christian Counselors www.aacc.net

American Association for Marriage and Family Therapy (AAMFT) www.aamft.org

American Counseling Association (ACA) www.counseling.org

American Psychological Association
www.apa.org

American School Counselor Association www.schoolcounselor.org

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The Association for Addiction Professionals <http://www.naadac.org/>

The International Center for Clinical Excellence <https://www.centerforclinicalexcellence.com/>